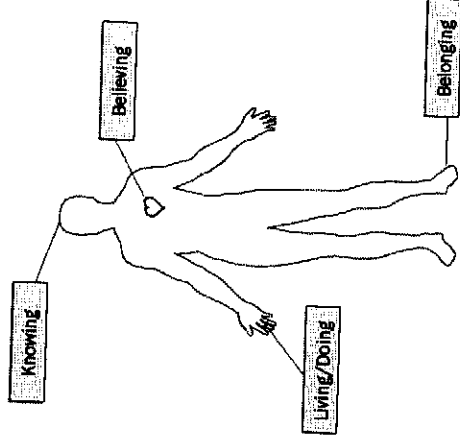


LOMED for the 21st Century: Powerful Learning Plan

In preparation for the Living and Learning Experience, each teacher fills in her or his own worksheet (two pages) and brings it to the event.

Learning that reaches your Noticing Targets



Congregation:	Congregation Emanu-El of the City of New York
Priority Goal:	Living Jewish Values ("Jewish values to live by")
Design Principle:	Learning will be anchored in caring, purposeful relationships

>>> GO TO NEXT PAGE>>>

LOVED תּוֹרָה

Bjenny sajes



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Powerful Learning Plan, continued

Teacher:	Rachel Brumberg
Age level:	High School
Noticing Tool(s):	Illustration worksheet
Content Area*: (Big Idea to be explored)	What's broken in the school

NOTICING TARGETS

Know:	Identifying "brokenness" or improvement in the school/synagogue and that being part of the school's teen leadership program means you should respond to it.
	<i>Prompt:</i> What is one area of the school that needs improvement?
Do:	Accessing information about a problem or issue in order to meaningfully respond to it.
	<i>Prompt:</i> What have you done in response to that area of improvement?
Believe/ Value:	Understanding that one can personally contribute to a solution – that one's response can make a difference.
	<i>Prompt:</i> How can you make a difference?
Belong:	Identifying a common goal and working together as a team to achieve it.
	<i>Prompt:</i> Who are your allies in responding to this issue (who has helped you)?

*The Living and Learning Retreat on January 10 will help you to create a lesson using your noticing targets. You'll teach the lesson sometime between January 11 and March 14. In preparation for the retreat on January 10, please select the topic that will be the focus of that lesson, e.g. *Tu B'shevat*. Then identify the "big idea" or "core concept" that you will explore in your lesson. For example, for *Tu B'shevat*, the big idea or core concept might be "celebrating beginnings," or "Israel, our land of milk and honey."

LOVED תמיד

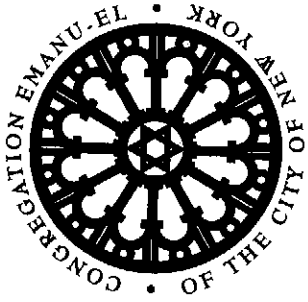
B'Jeny safes



Leadership Institute
A non-profit organization dedicated to the development of Jewish leaders.

A non-profit organization dedicated to the development of Jewish leaders. Formed by the Federation of New York.

A beneficiary agency of
UJA/Federation
of New York



A-TEEM Seminar

Sunday, February 21, 2010
12:00-2:00PM

1. Lunch—come in, take some food, enjoy!
12:00-12:20, Patsy's Pizza

2. Text Study
12:20-12:35, Danny

3. Crossing the Circle
12:35-12:45, Rachel

Cross the circle: If you've ever felt like a leader.

If you have a secret talent.

If you are proud of something you've done this week.

4. Project See, Act, Improve!
12:45-1:40, Rachel

Each student will present their idea for an area of RS improvement:

*What is the project, why is it necessary, and how can it get done—is it realistic and achievable? A-TEEMers should ask questions of each other as they assess if the projects are do-able. 20 min

*Vote for the top two projects—based on if you think we can implement the improvement together over the next few months.

5 min

*Tally and make a plan of action. Who is doing what? When? What skills, information and help do you need? 30 min

5. Re-Assess
1:40-2:00, Rachel
Re-do the Noticing Target Tool worksheet.

1. In the box below, draw a scene of something you have seen in the Religious School this past year that could be improved.



2. In your role as a member of the A-TEEM, have you done anything to respond to/improve this area/situation?

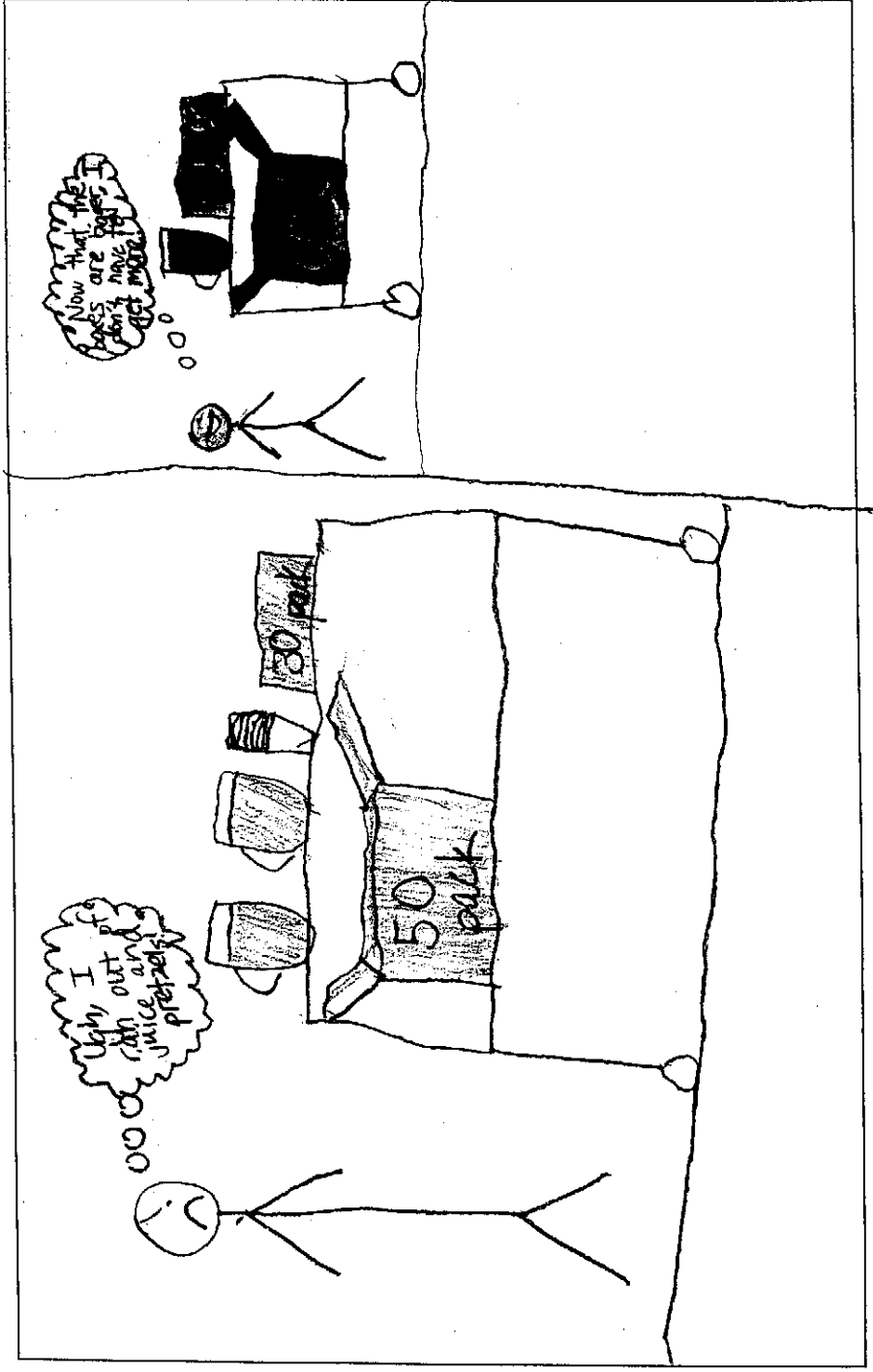
If yes, what?

If no, why? No, because it's an institutional problem
[We can put in energy saving lights]

3. What (more) can you do to improve this area?

Research the codes for putting out recycling

1. In the box below, draw a scene of something you have seen in the Religious School this past year that could be improved.



2. In your role as a member of the A-TEEM, have you done anything to respond to/improve this area/situation?

If yes, what?

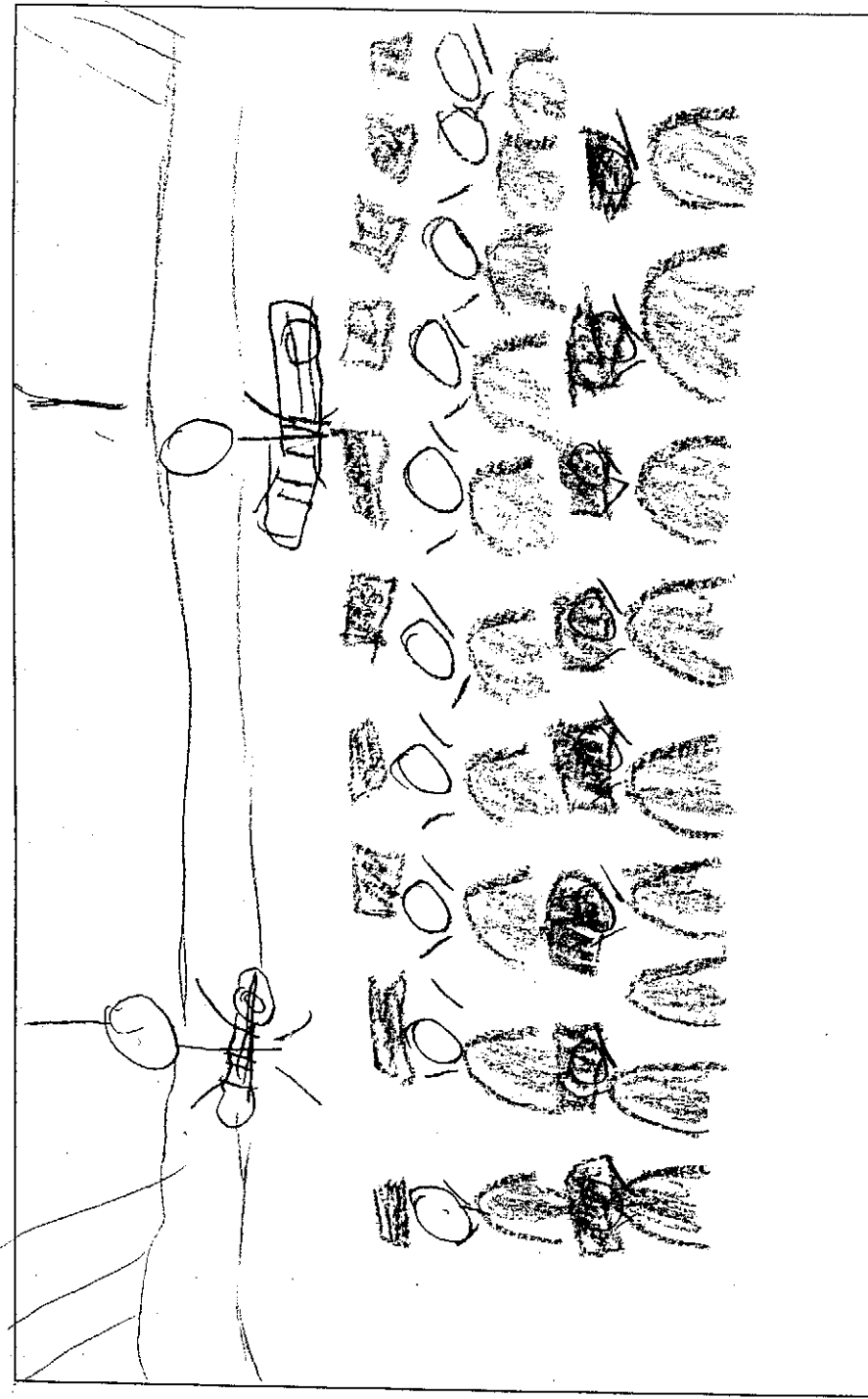
If no, why?

No because I'm not in charge of the size of the boxes of snack the school orders

3. What (more) can you do to improve this area?

Inform the school about this problem

1. In the box below, draw a scene of something you have seen in the Religious School this past year that could be improved.



2. In your role as a member of the A-TEEM, have you done anything to respond to/improve this area/situation?

If yes, what?

Yes, gave suggestions. The kids should participate more

If no, why?

3. What (more) can you do to improve this area?

Make the children participate in the school - more and hear from